INDEX

to

EDUCATION AND URBAN SOCIETY

Volume 15—1982/1983

Number 1 (November 1982) pp. 1-144
Number 2 (February 1983) pp. 145-264
Number 3 (May 1983) pp. 265-400
Number 4 (August 1983) pp. 401-528

Authors:

AMIOT, MARY ANNE, see Clark, D. L.

ANDREWS, RICHARD L., "Managing Contracting Systems: Three Policy Alternatives," 199.

AVIS, JOAN P., "Counseling: Issues and Challenges," 70.

BANKS, JAMES A., "Educating Minority Youths: An Inventory of Current Theory," 88.

BENSON, CHARLES A. and ANNETTE P. LAREAU, "The Uneasy Place of Vocational Education," 104.

BERGER, MICHAEL A., "Why Communities Protest School Closings," 149.

BOSCO, JAMES J. and L. RICHARD HARRING, "Afloat on the Sea of Ambiguity: The Teacher Corps Experience," 331.

BOSCO, JAMES J. and L. RICHARD HARRING, "Editors' Introduction," 267.

BOYD, WILLIAM LOWE, "Afterword: The Management and Consequences of Decline," 255.

BROUDY, HARRY S., "Federal Intervention in Education: Expectation and Frustrations," 291.

BROWN, FRANK, "Improving Schooling Through Title I: A Model for Change," 125.

CIBULKA, JAMES G., "Explaining the Problem: A Comparison of Closings in Ten U.S. Cities," 165.

CLARK, DAVID L. and MARY ANNE AMIOT, "The Disassembly of the Federal Educational Role," 367.

CLARK, DAVID L. and MARY ANNE AMIOT, "End Note," 397.

COLTON, DAVID L. and KATHLEEN HULL, "Court Intervention in St. Louis," 225.

CUBAN, LARRY, "Persistence of the Inevitable: The Teacher-Centered Classroom," 26.

DAVID, JANE L., see Knapp, M. S.

DEAN, JOENATHAN, "Introduction," 147.

DEAN, JOENATHAN, "Neighborhood Impacts of School Closings: The Case in New York City," 245.

ELLIS, JOHN, "Since 1965: The Impact of Federal Funds on Public Education," 351.

ELMORE, RICHARD F. and MILBREY WALLIN McLAUGHLIN, "The Federal Role in Education: Learning from Experience," 309.

FINN, CHESTER, E., Jr., "Reflections on 'The Disassemby of the Federal Educational Role,'" 389.

INDEX

to

EDUCATION AND URBAN SOCIETY

Volume 15—1982/1983

Number 1 (November 1982) pp. 1-144
Number 2 (February 1983) pp. 145-264
Number 3 (May 1983) pp. 265-400
Number 4 (August 1983) pp. 401-528

Authors:

AMIOT, MARY ANNE, see Clark, D. L.

ANDREWS, RICHARD L., "Managing Contracting Systems: Three Policy Alternatives," 199.

AVIS, JOAN P., "Counseling: Issues and Challenges," 70.

BANKS, JAMES A., "Educating Minority Youths: An Inventory of Current Theory," 88.

BENSON, CHARLES A. and ANNETTE P. LAREAU, "The Uneasy Place of Vocational Education," 104.

BERGER, MICHAEL A., "Why Communities Protest School Closings," 149.

BOSCO, JAMES J. and L. RICHARD HARRING, "Afloat on the Sea of Ambiguity: The Teacher Corps Experience," 331.

BOSCO, JAMES J. and L. RICHARD HARRING, "Editors' Introduction," 267.

BOYD, WILLIAM LOWE, "Afterword: The Management and Consequences of Decline," 255.

BROUDY, HARRY S., "Federal Intervention in Education: Expectation and Frustrations," 291.

BROWN, FRANK, "Improving Schooling Through Title I: A Model for Change," 125.

CIBULKA, JAMES G., "Explaining the Problem: A Comparison of Closings in Ten U.S. Cities," 165.

CLARK, DAVID L. and MARY ANNE AMIOT, "The Disassembly of the Federal Educational Role," 367.

CLARK, DAVID L. and MARY ANNE AMIOT, "End Note," 397.

COLTON, DAVID L. and KATHLEEN HULL, "Court Intervention in St. Louis," 225.

CUBAN, LARRY, "Persistence of the Inevitable: The Teacher-Centered Classroom," 26.

DAVID, JANE L., see Knapp, M. S.

DEAN, JOENATHAN, "Introduction," 147.

DEAN, JOENATHAN, "Neighborhood Impacts of School Closings: The Case in New York City," 245.

ELLIS, JOHN, "Since 1965: The Impact of Federal Funds on Public Education," 351.

ELMORE, RICHARD F. and MILBREY WALLIN McLAUGHLIN, "The Federal Role in Education: Learning from Experience," 309.

FINN, CHESTER, E., Jr., "Reflections on 'The Disassemby of the Federal Educational Role,'" 389.

GOERTZ, MARGARET E., see Moore, M. T.
HARRING, L. RICHARD, see Bosco, J. J.
HARTLE, TERRY W. and RICHARD P. HOLLAND, "The Changing Context of Federal Education Aid," 408.
HARTLE, TERRY W., see Moore, M. T.
HOLLAND, RICHARD P., see Hartle, T. W.
HULL, KATHLEEN, see Colton, D. L.
JOYCE, BRUCE, "Organizational Homeostatis and Innovation: Tightening the Loose Couplings," 42.
KNAPP, MICHAEL S., MARIAN S. STEARNS, BRENDA J. TURNBULL, JANE L. DAVID, and SUSAN M. PETERSON, "Cumulative Effects at the Local Level," 479.
KUTNER, MARK A., "Federal Intent and Program Implementation," 432.
KUTNER, MARK A., see Sherman, J. D.
LAREAU, ANNETTE P., see Benson, C. S.
MILNE, ANNE M. and JAY MOSKOWITZ, "Implications of State Programs: The Case of Special Needs Pupils," 500.
MOORE, MARY T., MARGARET E. GOERTZ, and TERRY W. HARTLE, "Interaction of Federal and State Programs," 452.
MOSKOWITZ, JAY, see Milne, A. M.
McLAUGHLIN, MILBREY WALLIN, see Elmore, R. F.
NARVER, BETTY JANE, "Success in Seattle: Creative Reuse and Community Participation," 211.
PETERSON, SUSAN M., see Knapp, M. S.
PHELAN, WILLIAM T., "Governing Staff Reductions: The Use and Abuse of Teacher Evaluations," 189.
REED, RODNEY J., "Editor's Introduction," 3.
REED, RODNEY J., "Urban Secondary School Leadership: Contemporary Challenges," 6.
SCOTT, HUGH J., "Desegregation in Nashville: Conflicts and Contradictions in Preserving Schools in Black Communities," 235.
SHERMAN, JOEL D. and MARK A. KUTNER, "Editors' Introduction," 404.
STEARNS, MARIAN S., see Knapp, M. S.
THOMAS, NORMAN C., "The Development of Federal Activism in Education: A Contemporary Perspective," 271.
TURNBULL, BRENDA J., see Knapp, M. S.
ZERCHYKOV, ROSS, "Closing Schools and Managing Conflict: What Works?" 175.

Articles:

"Afloat on the Sea of Ambiguity: The Teacher Corps Experience," Bosco and Harring, 331.
"Afterword: The Management and Consequences of Decline," Boyd, 255.
"The Changing Context of Federal Education Aid," Hartle and Holland, 408.
"Closing Schools and Managing Conflict: What Works?" Zerchykov, 175.
"Counseling," Avis, 70.
"Court Intervention in St. Louis," Colton and Hull, 225.
"Cumulative Effects at the Local Level," Knapp et al., 479.
"Desegregation in Nashville: Conflicts and Contradictions in Preserving Schools in Black Communities," Scott, 235.

"The Development of Federal Activism in Education: A Contemporary Perspective," Thomas, 271.
"The Disassembly of the Federal Educational Role," Clark and Amiot, 367.
"Editors' Introduction," Bosco and Harring, 267.
"Editor's Introduction," Reed, 3.
"Editors' Introduction," Sherman and Kutner, 404.
"Educating Minority Youths: An Inventory of Current Theory," Banks, 88.
"End Note," Clark and Amiot, 397.
"Explaining the Problem: A Comparison of Closings in Ten U.S. Cities," Cibulka, 165.
"Federal Intent and Program Implementation," Kutner, 432.
"Federal Intervention in Education: Expectations and Frustrations," Broudy, 291.
"The Federal Role in Education: Learning from Experience," Elmore and McLaughlin, 309.
"Governing Staff Reductions: The Use and Abuse of Teacher Evaluations," Phelan, 189.
"Implications of State Programs: The Case of Special Needs Pupils," Milne and Moskowitz, 500.
"Improving Schooling Through Title I: A Model for Change," Brown, 125.
"Interaction of Federal and State Programs," Moore et al., 452.
"Introduction," Dean, 147.
"Managing Contracting Systems: Three Policy Alternatives," Andrews, 199.
"Neighborhood Impacts of School Closings: The Case in New York City," Dean, 245.
"Organizational Homeostasis and Innovation: Tightening the Loose Couplings," Joyce, 42.
"Persistence of the Inevitable: The Teacher-Centered Classroom," Cuban, 26.
"Reflections on 'The Disassembly of the Federal Educational Role,'" Finn, 389.
"Since 1965: The Impact of Federal Funds on Public Education," Ellis, 351.
"Success in Seattle: Creative Reuse and Community Participation," Narver, 211.
"The Uneasy Place of Vocational Education," Benson and Lareau, 104.
"Urban Secondary School Leadership: Contemporary Challenges," Reed, 6.
"Why Communities Protest School Closings," Berger, 149.

About the Authors:

143, 262, 399, 525.